TIGER Way Task Force Subcommittee Report – Graduate

Preface

Since 2012, Towson University has experienced a 24% decrease in the total headcount of students enrolled in graduate programs (3935 vs. 2990). Most acutely felt within the COE (-309), other colleges also have experienced an enrollment decline as indicated in the Spring 2017 *Headcount of Graduate Students by College and First Major*: FCSM (-187), CLA (-183), CHP (-103), COFAC (-27). Except for those bolstered by an increase in international graduate enrollments, other universities in the United States also are experiencing graduate student enrollment decline. Factors fueling this decline are: the reduction/elimination of financial support from school districts and industry to fund employee graduate education, the increase in debt incurred by students as part of their undergraduate education, and competition resulting from an increase in the number of graduate programs and the number of universities offering graduate degrees. For example, there are 214+ graduate programs offered by universities in Maryland that are similar to those offered by Towson University. To offset the enrollment decline, universities are increasing their online offerings and promoting certificates and stackable credentials that lead to professional advancement or a master's degree.

Enrollment and Retention of Graduate Students at Towson University

The TIGER Way Task Force conducted a comprehensive examination of graduate programs and administrative operations with the goal of increasing enrollment and retention of talented graduate students. The overall picture that emerged highlights the complexity associated with graduate study. For the Office of Graduate Studies to accomplish its mission of preparing graduates to be ethically and globally minded professionals and leaders in their fields, while also achieving the goal of increasing student numbers in graduate programs, requires a focus on the characteristics and needs of graduate study differentiated from undergraduate programs. This also requires understanding of the unique characteristics of the 76 programs, some that are high demand with little room for expansion, others that have capacity for growth and modifications, and still others that are small and serve the needs of niche markets.

Below is a summary of the Office of Graduate Studies priorities for and challenges to achieving its enrollment and retention goals. Following the list of priorities and challenges are 2 tables and 11 appendices. Table 1 provides an estimate of the number of programs per college that are near capacity, have potential for growth, and that can be developed. Table 1 also highlights the challenges to and resources needed to implement this growth. Appendices A-F provide detailed explanation of the information in Table 1. Recommendations are based on internal data, state and national employment projections, competitor benchmarks, and capacity identified in each college. Table 2 provides an overview of the multiple units across the University that are responsible for graduate enrollment, and for living-learning resources to support graduate student retention.

Table 2 bullets the existing practices at Towson University, peer or best practice benchmarks, opportunities for improvement, challenges and barriers, and resources needed to implement change. Appendices G-K provide detailed explanation of the information in Table 2. As indicated in Table 2 and Appendices G-K, a number of these units comingle their undergraduate and graduate

administrative functions. While promoting efficiencies, the practice also creates challenges for prioritizing resources needed to increase the number of talented graduate students and provide high quality graduate programs. Recommendations are based on internal data, competitor benchmarks, and best practices identified in the literature.

Recommendations – Graduate Enrollment and Retention

Towson University's decentralized graduate education model requires collaboration among its academic, administrative, and living-learning units to strengthen graduate student enrollment and retention. The Office of Graduate Studies, with its central focus on graduate program excellence and graduate student success, serves as a catalyst for advancing the mission of graduate education, advocating for resources to support its priorities, and encouraging collaboration among the University units to promote the success of graduate education endeavors. The priorities for this collaborative are as follows:

1. **Build upon what Towson University already offers**

   a) Create additional pipelines into graduate programs through combined bachelor's-master's and combined bachelor's – post baccalaureate certificate options.

   b) Create additional graduate education options through development of stackable post baccalaureate certificates and PBC to Master's options

   c) Create additional graduate education options through development of interdisciplinary PBCs to Professional Studies Master's options

2. **Build programs and delivery models that meet lifestyle and learning needs of potential students**

   a) Create pathways for conversion of face- to- face to blended and online delivery options for select courses and programs, in collaboration with OAI

   b) Collaborate with college deans to prioritize the development, approval, and implementation of new graduate programs/expansion of existing programs within their respective colleges that align with market projections and emerging workforce needs – (See Appendices A-F)

3. **Develop systems and supports to retain graduate students**

   a) Expand number of and increase stipends for graduate assistantships that support students' professional and scholarly development

   b) Develop an integrated software system that aides in the advising and tracking of student progress from prospect to employment status

   c) Implement early warning retention system

   d) Expand and promote graduate alumni mentor systems

e) Expand access to learning, counseling, tutoring, and ESOL supports for graduate students

f) Procure intentional advisement and retention software systems

4. **Strengthen systems to attract and recruit students**

   a) Develop and fund strategic marketing and recruitment priorities for select programs in collaboration with college deans

   b) Develop, fund, and staff holistic and inclusive processes to recruit, admit, and retain students from diverse and underrepresented populations

   c) Expand intentional recruitment of Towson University undergraduate students in collaboration with Advising Center, program directors, Honors College, University Admissions, and Enrollment Marketing

   d) Collaborate with University Admissions and program directors to cultivate recruitment partnerships with industry, community colleges, other institutions

   e) Develop and fund marketing initiatives tailored to profiles of prospective students

5. **Procure resources for recruiting, retaining, and successfully graduating graduate students**

   a) Fund additional number of and training for personnel for marketing and recruitment

   b) Generate Foundation support for assistantships, terminal degree fellowships

   c) Generate Foundation support for program development particularly to prepare faculty to teach in the health care systems, and support joint student – faculty applied research

   d) Create reassigned time options to support program development and the design of alternative delivery modes

   e) Implement advanced learning supports (writing, tutoring) and counseling services that align with graduate student needs and scheduling constraints

Challenges

Internal and external challenges create barriers for successfully recruiting, retaining, and graduating graduate students.

- Economic challenges confronting the University over the past number of years have resulted in the stagnation or reallocation of resources to support:
  - Graduate assistantships, fellowships, and funded internships
  - Marketing, recruitment, and technology initiatives
  - The development of targeted programs and alternative delivery designs

- Faculty workload constraints compete with time required to develop and maintain excellence in graduate programs, procure grants to fund research assistantship, and mentor student scholarship

- Resistance from other Maryland institutions has blocked the development of programs to meet identified workforce needs

- Limited staff and resources across administrative units have resulted in the comingling of unit/staff responsibilities for undergraduate and graduate programs that compromise specific attention to characteristics of graduate students that are substantially different from undergraduate students

Opportunities

In spite of these challenges, Towson is well-positioned within the Baltimore region to address the growing need for people with advanced degrees to meet the workforce needs. Currently, 10% of working adults hold master's degrees (Bureau of Labor Statistics [BLS], 2017). Six million more people with graduate degrees are needed to meet the workforce expectations in the United States within the next few years (Georgetown University Center on Education and Workforce, 2012). Much of this growth is needed in areas that align with the existing focus at Towson University in science, health, business, and education. Towson University's long history with designing program options that cater to part time student enrollment, its cadre of faculty with blended expertise in teaching and scholarship, its developing infrastructure within the OAI to design on line and blended delivery opportunities, and its initiatives to create interdisciplinary learning options position it to meet this growing demand.

Table 1: Graduate programs – Summary of College Specific Program Status, Growth Opportunities and Challenges
(Appendices include detailed information elaborating on table below – Numbers are estimates)

	Programs at or near capacity	Existing programs with growth capacity	New program opportunities	General Challenges and Barriers	General Resources needed prior to implementation
CBE **See Appendix A**	None Identified	5*	3^	• Faculty members not confident that needed and appropriate resources will be provided. • Limited incentives for cross discipline collaboration • Limited communication across colleges (silos) • Needed clarity of goals and long term strategic plans of President and Provost • Needed development of creative and strategic marketing and recruitment) Lack of an integrated software system that aides in the advising and tracking of student progress from prospect to employment status • Limited OSPR resources/expertise/collaboration to advance research and grant proposals • TLN Model disincentives - % of $$ distribution • Coalition Case • Faculty - workload constraints necessary for grad level teaching and scholarship • Limited internships/assistantships • Limited visibility of graduate programs and graduate level learning environments	• Funds and personnel to address graduate marketing and recruitment needs • Funds to expand existing programs that have high market demand, but are near capacity because of resource constraints • Faculty and fiscal resources to support program development while concurrently attending to UG program needs • Interdisciplinary hiring as indicated for specific programs • Administrative support for targeted program development and realignment • Competitive number of and stipends for assistantships, fellowships, and internships • Professional support for faculty scholarship • Administrative procedures and infrastructure to support cross unit programs – credit to multiple units as with UG combined majors to support the interdisciplinary workforce needs for the next decade • Structured opportunities for interdisciplinary strategic planning across the institution • On campus resources for graduate students
COE **See Appendix B**	None Identified	5	3^		
COFAC **See Appendix C**	1	3*	2 or 3^		
CHP **See Appendix D**	4	3*	5^*		
CLA **See Appendix E**	4	2^*	5^*		
FCSM **Appendix F**	2	2	3^		
Total	11	20	21/22		

^ Programs identified based on employment projections or Hanover Report; *additional resources required

Table 2: Graduate Administrative Operations and Graduate Student Supports

	TU Current Practices	Best Practice or Peer Practices	Opportunities and Plans	Challenges and Barriers	Resources to Implement Change
Marketing- See Marketing Appendix G					
University Level – Enrollment Marketing	• Primarily digital with supplemental print, social media, and open houses • Supplemental targeted marketing of select programs	• Multi- media strategy for all programs • Concentrated marketing of programs with growth capacity and demand • Tailored marketing for select populations	• Targeted marketing for each program or cluster of similar programs • Prioritized marketing of programs with growth potential and demand • Tailored marketing to diverse populations	• Limited funding/ staff to provide centralized, customized support to 76+ programs; flat budget for 10+ years for all programs	• Integrated strategic enrollment plan across university units • Funding and staff to support enrollment plan .
Graduate Program Level-	• Varies per program- primarily via program website, and flyers	• Marketing blend of real-time and asynchronous learning opportunities	• Targeted marketing of UG particularly for accelerated programs	• Limited resources, time, knowledge for intensive program marketing	• Designated marketing staff -1 per 2 colleges • PD market training
International	• See Tiger Way international report				
Recruitment- See Recruitment Appendix H					
University Level University Admissions	• Recruitment at graduate events on and some off campus • Some assistance to programs directors for individuated recruitment plans (i.e. webinars)	• Consistent program/university visibility and responsiveness to student inquiries • Relationships with community partners • Dedicated graduate recruiters	• New partnerships with community, industry, community colleges • Staff exclusively for graduate recruitment • Recruitment of targeted populations	• No dedicated staff solely for graduate recruitment • Limited partnerships with local businesses/ organizations • Lack of data analysis to inform decisions	• SAP for graduate recruitment position • More knowledge and data analysis to prioritize and focus initiatives
Graduate Program Level	• Varies per programs- primarily contact applied and admitted students, attend and/or host open houses	• Differentiated master's and doctoral recruitment • Competitive financial and learning opportunities/supports • Access pipelines	• Strengthened alumni connections • Access pipelines and mentoring and support networks for targeted/underrepresented populations • Advisement and mentoring training of faculty and staff for targeted populations	• Limited assistantships and fellowships • Limited resources, time, knowledge to conduct more intensive recruitment and advisement of various student populations	• Competitive graduate assistantships and fellowships • Personnel and resources to support access pipelines • Faculty/staff advisement and mentoring training
International	See Tiger Way international report				

	TU Current Practices	Best Practice or Peer Practices	Opportunities and Plans	Challenges and Barriers	Resources to Implement Change
Admissions- See Admissions Appendix I					
University Level University Admissions	• Central office for undergraduate and graduate programs. • 1 FTE staff for graduate program operations	• Online application processes • Assistance to programs with focus on standard university admission procedures	• Articulated procedures at program level • Online enrollment contract and enrollment deposit process	• Balance between undergraduate and graduate admission processes – student priorities differ for undergraduate and graduate education • Communication with multiple programs with specific needs	• Online enrollment contract being developed by OTS) • Personnel who are specific to graduate programs • Staffing and CRM (Customer Relation Management System) resources at the program level and university level • Resources for assistantships and fellowships
Graduate Program Level	• Led by program director for program specific admission criteria. • Committee based admission decision	• Holistic model with centralized support from university admissions for standard processes across program	• Increased assistantships to pair with offer of admission • Holistic admissions process and inter – institution articulated admission agreements	• Limited assistantships to pair with offer of admission	
International	• Provisional admission for students needing additional ELC support • Also See Tiger Way international report				
Funding- See Funding Appendix J					
Assistantships	• 206 positions (2015-2016) • Base stipend=$5000 • 1 out of every 11 graduate students receives assistantship	• Peer average base stipend - $7150. • Median number of assistantships at peer institution- 1 out of every 5.6	• Funding for graduate students as part of capital campaign, externships, and grant and contract applications • Funding for assistantships and fellowships via department/faculty based external grants	• Ranks at bottom in base stipend when compared to peer institutions • Ranks second from bottom in number of assistantships when compared to peers institutions • Fellowship monies flat for 6+ years • Health institutions starting to require universities to pay for cost	• University budget reprioritization for assistantships and fellowships • Template for inclusion of resources for graduate students in Development Office initiatives
Scholarships Fellowships	• Program/ department specific scholarships for UG/G or Grad (N = 45)- <$1000 to $2000 • $35,000 Foundation monies per year	• TU ranks 6 out of 11 in USM for graduate aid; • Dedicated development staff for graduate programs			
Internships/externships	• Primarily unfunded in CHP and COE; some funded in CBE	• Nationally, 61% of interns (UG and Grad) were paid			

	TU Current Practices	Best Practice or Peer Practices	Opportunities and Plans	Challenges and Barriers	Resources to Implement Change
Living and Learning Supports K					
Housing	Web based off campus housing site with options for graduate students	On campus housing for graduate and international graduate students		Housing shortage- for UG and transfer students	
Health coverage	Student paid	Part of assistantship		Fiscal limitations	
Counseling	Comprehensive services with connection to 3 local health care systems	Day and evening services	Potential for additional staff for evening coverage	No evening on campus services	Fiscal resources to cover current and 2 evening positions
Childcare	Campus service 7:30 – 5:30 PM for children 2 to 4 years	Day - evening coverage to include infants through elementary		No evening coverage; age and space restrictions	
Writing	• Writing Center- for UG and graduate students- • Faculty workshops on student writing process	• Thesis and dissertation boot camps over extended period of time	• Scholarly writing courses for international/ domestic graduate students • Technical and scientific writing workshops • ELC services for enrolled students	• Limited resources to support writing needs of graduate and doctoral students and expand ELC services	• Funding base for additional writing and ELC supports
Tutoring	• No university based tutoring; may occur at program level	No comparative data			
Library	Extensive service/hours	No comparative data			
Retention outreach	• 82% retention spring 2015- Fall 2015; • 73% progression to degree completion- (2010- 2016)	• Database system for tracking student progression and retention at graduate level	• Expanded mentoring for part time and transition students • Implementation of early warning graduate retention plan	• No database at program level for tracking student progression - exists at individual level	
Career Services-	• 17% -Graduate Internship/Professional Experience Courses • Alumni mentor program	See Career Center Report	• Expand graduate alumni mentor data base, funded internships, and graduate career networks	Minimum use of Career Center by graduate students	
Research and professional networks	GSA awards- $65,000	No comparative data	• Summer scholarship • Expanded coverage of cost for national presentations		Grants/fellowships for summer scholarship and professional meetings

CBE - APPENDIX A

Programs at or Near Capacity:

Program Expansion Potential:- all can take more students; challenge related to resources for marketing, recruitment, conversion to hybrid delivery
MS Supply Chain Management – conversion to blended delivery
MS Marketing Intelligence

PBC Interactive Marketing
PBC Project, Program, and Portfolio MGT
PBC Supply Chain Mgt

Resources needed to implement

New Program Opportunities and evidence of need
Initial Review of current programs and potential for future growth
Included: *data from Institutional Research documents for current graduate programs, discussion related to capacity for growth and Bureau of Labor Statistics*
- MS Accounting, Analytics, and Systems
- MS in Management and Leadership Studies
  - Rationale/evidence- Maryland's Department of Labor, Licensing and Regulation's Division of Workforce Development estimates over 49,000 job openings due to replacements or job growth from 2012-2022. In Maryland, administrative service managers and management analyst positions are expected to increase by around 20% each and all other manager level positions are expected to increase by 12% over the next eight years.
- MS in Financial Economics (2018)
  - plans on hold until resolution of Coalition case
  - growth rate = 6-12% (BLS)

Current Status in Development
Actions Taken to Date
- LOI for MS in Management and Leadership Studies approved by University Senate
- MS Accounting, Analytics and Systems- on hold until May 2018 because of status of MS in ABAS with UB

Challenges and Barriers
- Administrative, resource, time support for program development and conversion of courses to on-line formats
- Potential opposition from 2 universities with the Baltimore region
- Limited "Graduate School" site visibility and graduate level learning space
- Limited support for domestic and international marketing and recruitment; Limited collaboration with program directors for on-site recruitment and marketing
- Loss of graduate programs negatively impacts ability to attract/retain faculty
- USM limited support for graduate programs at Towson

COE - Appendix B

Programs at or Near Capacity: NA

Program Expansion Potential:
- ECED - Modify master's program to include track in non- profit leadership with potential collaboration with Family Studies to offer courses; Develop track for gifted and talented; expand existing courses in ELED to address ECED
- ELED- Current generic focus is no longer viable; Develop tracks in ELL, Cultural responsiveness and urban education, STEM leadership, Classroom leadership, global studies
- ISTC- conversion of courses to on-line format (8 courses)
- MAT- Developing more options for MAT program to offer teacher certification to students from other disciplines

New Program Opportunities and evidence of need
Initial Review of current programs and potential for future growth
Included: *data from Institutional Research documents for current graduate programs, Hanover Report.*
- Reported critical shortage areas in Maryland for 2017 – 2018 are:
    - Secondary English, business education, mathematics, science (biology, chemistry, earth/space science, physical science, and physics)
    - K-12th grade world language areas (French and Spanish) and the Arts (art and dance)
    - Special Education – all areas
    - PreK – 12th grade ESOL
    - Master's in Higher Education Student Success - focus on community college/transfer students; collaboration between Student Affairs and Academic Affairs
- Develop micro credentialing and badging process to meet school district needs (some potential topics- teaching of computational thinking and coding in ECED and ELED)
- Potential expansion of COE to include non-credentialing areas of study (e.g. disability support services, childcare director, community schools representative, etc.)

Current Status in Development
Actions Taken to Date
- Leadership meeting to engage department Chairs.-Chairs engaging faculty in their departments in discussions to identify potential growth for current programs as well as new programs based on results from Hanover report and current school district needs
- ECED- drafting LOI and curriculum; seek NSF funding to support new computational thinking/coding curriculum in early and elementary education
- ILPD - Higher Education Student Success- LOI – in progress
- ISTC – initiated plans to convert selected courses
- SCED- Directed faculty to develop survey and collaborate with Professional Development Schools to assess needs in middle and secondary schools

Challenges and Barriers
- Need additional resource allocation for intensified and targeted marketing and recruitment of students into graduate programs
- Need to develop a system via Sales Force to identify, recruit, sustain students that can used by graduate program directors
- Need to train graduate program directors regarding recruitment and marketing strategies
- Need faculty training and resources to convert courses to on-line
- Need to develop a University curricular approval system fee structure to convert micro credentials to badges to course credits, then potentially a PBC
- Need an approval and an administrative system that converts workload associated with teaching micro credentials and badges to current faculty workload requirements
- Need personnel to manage conversion of credentials at the system and student level

COFAC - APPENDIX C

Programs at or Near Capacity: -
MFA Theatre- can take a few more students; enrollment limited by number of graduate assistantships- national model is to fund all MFA students; advant- garde structure concurrently adds to its reputation and limits students with needed preparation to enroll

Program Expansion Potential:
MFA- Studio Art- can take a few more students; limited studio space and assistantships
Master's in Communication Management (blended delivery and PBC)
MAIAI- new program; can accommodate more students
Master of Music, Art Ed and Music Ed.
PBC – Interactive Media Design, Arts infusion

Resources needed to implement
  Graduate assistantships; physical space; curriculum support to develop blended format; targeted recruitment and marketing (to include national journals and forums)

New Program Opportunities and evidence of need
Initial Review of current programs and potential for future growth
Included: *data from Institutional Research documents for current graduate programs, discussion related to capacity for growth and Bureau of Labor Statistics*
Nationally, 702,771 (3.9% of US businesses are involved in the creation or distribution of the arts, employment = 2.9 million (1.9 % of U.S. employees) - data not include non- profits and individual artists (Americans for the Art, 2015). Predicted job growth 2014 -2024= 6.5% (46,500 job openings http://data.bls.gov/projections/occupationProj).
- MM – Music pedagogy
- PBC Applied Music
- Dance Education

Current Status in Development
Actions Taken to Date
- LOI- submitted for MM in Music Pedagogy
- Program plan submitted to Provost for PBC in Applied Music
- Communication Management- initiated conversations about conversion of course delivery to blended format, revision of curriculum to include greater focus on application, reintroduction of PBC to meet employment needs, and development of combined BS- MS
- Initiated steps to modify Music Ed teacher certification to parallel process for Dance Teacher education (A number of students in current Music Ed drop out of program after completing courses to meet teacher certification requirements because do not need or not interested in earning master's degree)
- MFA- Studio Art- modified admission process to include Spring admission

Challenges and Barriers
- Limited number of and non-competiveness of graduate assistantships
- Limited marketing and recruitment beyond program level for niche programs
- Limited internal marketing and recruitment

CHP - APPENDIX D

Programs at or Near Capacity: -
Audiology; Occupational Therapy; Speech Language Pathology- growth limited by faculty shortage and limited number of fieldwork placements nationally
Physician Assistant - limited by accrediting body and other resource scarcity

Program Expansion Potential:
- Health Science; - potential to increase students interest through offering introductory course on-line
- Autism Studies- need more faculty resources to teach and administer program
- Nursing-Need to assess focus of current program as master's in nursing; current focus on education is primarily applicable for those who want to teach at community college; need a DNP or doctoral degree to teach in most universities
- Increase marketing of PBC- Clinician to Administrator- to nurses who are assuming administrative roles in health settings (on line or on –site delivery?)

Resources needed to implement -Faculty resources, marketing, conversion to blended delivery format

New Program Opportunities and evidence of need
Initial Review of current programs and potential for future growth
Included: data from Institutional Research documents for current graduate programs, discussion related to capacity for growth and Bureau of Labor Statistics employment projections. (https://data.bls.gov/projections/occupationProj).
- MS in Health Care Administration and Leadership -job market growth = 17% (BLS)
- Post professional and entry level Doctorate in Occupational Therapy OTD); job market growth = 27% (BLS)
- ScD- revise structure of existing ScD in OS; make this a concentration and include options for nurses and other health professionals; include course work on inter-professional collaboration and pedagogy
- Nursing
  - Accelerated entry level master's program in nursing for those with bachelor's degree in another field; Need to revise existing bachelor's curriculum to add master's SLO and credentials
  - PBC in home health, community health (for nurses who do not want a master's degree or teach)
  - PBC – Nursing home administration
- Master's in Athletic Training- job market growth = 21% (BLS); need to double size of current faculty
- Master's in Exercise Physiology- job market growth = 11% (BLS); need 2 more T-TT faculty
- PBC in hearing aid and hearing aid management
- Stacking of PBC to earn a master's degree, potentially through modifying the existing master's in professional studies, or combining CHP certificate programs
- PBC in Disability Studies- potential to combine with other programs across colleges
- PBC Health information Management and Security- collaboration between CHP and FCSM
- PBC in inter-professional education

Current Status in Development - Actions Taken to Date
- MS in Health Care Administration and Leadership -LOI submitted to USM; UB submitted an objections; Response to objection submitted
- Post professional and entry level Doctorate in Occupational Therapy (OTD) – LOI being reviewed
- Meeting with Nursing department chair to prioritize options and determine resources- January 2017
- Meeting with nursing faculty to explore options- Feb 2017
- Master's in Athletic Training- draft for program initiated; put on hold until new chairperson hired
- PBC hearing aid and hearing aid management- conversation with department chair and program director initiated
- PBC Health Information Management and Security- collaboration between CHP and FCSM- LOI in progress

Challenges and Barriers
- Losing nursing students to on-line programs.
- Length of time and approval requirements to develop and implement new and on-line programs
- Constrained administrative support and faculty resources for program development and implementation
- Limited number of doctorally prepared faculty to develop and teach master's level programs
- Workload constraints that limit faculty time for scholarship- yet needed to teach master's and doctoral courses
- Constrained resources for marketing and recruitment
- Need for centralized database and process for contract development and management of fieldwork sites
- Growing potential nationally that fieldwork sites will charge university for supervising students
- Existing scope of master's in Professional Studies and needed resources to be able to expand beyond current scope

CLA - APPENDIX E

Programs at or Near Capacity:
- School Psychology
- Counseling/Clinical Psychology
- Child Life, Administration and Family Collaboration

Program Expansion Potential:
- Professional Studies
- Professional Writing

Resources needed to implement

New Program Opportunities and evidence of need

Initial Review of current programs and potential for future growth

Included: *data from Institutional Research documents for current graduate programs, discussion related to capacity for growth and Bureau of Labor Statistics employment projections*. (https://data.bls.gov/projections/occupationProj)

- Identified programs with decreased enrollment.
- Identified programs that are growing or have consistent enrollment
- Recognition of niche programs
- Review and development of market driven interdisciplinary programs across colleges and/or departments
  - Successful example: CLA and COFAC (Art History)
- Review of employment projections consistent with disciplines in the college and with employment projecting an increase of 11% through 2024. Note of potential graduate programs to meet identified areas of increased employment
  - Doctoral Level (including a professional degree) Clinical, counseling and school psychologists = 19.6% growth predicted by 2024… Potential Program: Doctor of Psychology (PsyD)
  - Counselors – other = 11% growth by 2024…. Existing Programs: Master's in Clinical, School and Counseling Psychology and LCPC credentialing
  - Healthcare SW =19.3% growth by 2024…Potential Program: PBC Case Management and/or MS in Applied Family Science
  - Industrial-organizational psychologists (entry level MA) – 19.1% increase by 2024…Existing Program with growth potential: Human Resource Development
  - Marriage and Family therapists (Entry Level MA) – 14.8% increase by 2024…Existing Programs: Master's in Clinical, School and Counseling Psychology and LCPC credentialing
  - Mental Health Counselors (Entry level – MA) – 19.6% increase by 2024)… Existing Programs: Master's in Clinical, School and Counseling Psychology and LCPC credentialing
  - Statisticians (note applied statisticians, survey statisticians, environmental statisticians) 33.8% growth predicted…Potential Program: Experimental Psychology, PBC from multiple social science disciplines
  - Survey researchers (entry level – MA – methodologists, questions designer, researcher) – 11.6% increase…Potential Programs: PBC or Master's from multiple social science programs
- Other areas: Technical Writing, Diversity, Ethics
- MA in Global Humanities- (Major program revision of deactivated MA in Humanities)

Current Status – Stage of Development

Actions Taken to Date
- Leadership meeting to engage department Chairs.
  - Chairs engaging faculty in their departments in discussions to identify potential growth for current programs as well as new programs. Specific topics suggested for conversation include: current capacity, student interest, faculty expertise, impact on other programs, concerns, additional resources needed
  - LOI- Global Humanities- in progress
- Identification of specific focus programs
  - Current programs with potential growth
    - Professional Writing
    - Human Resource Development
    - Professional Studies
  - New programs currently being considered
    - PsyD (Discussion with Department); PBC Case Management (LOI prepared 2016 –on hold department changing direction)
    - Track: Gender and Leadership in the Workplace within Organizations Women, Leadership and Social Change concentration.

- Explore possibility of a similar PBC
  - Content Enhancement PBC in Social Studies, Language Arts, and Foreign Languages—designed to provide K-12 teachers with greater content knowledge in specific disciplinary areas.
- Creative planning in progress
  - PBC's that combine discipline based UG degrees with application skills (tentative low-residency programs)
    - Research survey/ Information Design
    - Technical Writing
      - Usability Assessment
  - Professional Studies to incorporate/stack PBC for uniquely focused graduate degrees and/or professional usefulness for individuals (students) outside their discipline
  - M.S. - Applied Family Science – status uncertain
  - Collaboration with other colleges
    - Potentially with CLA and CHP (Autism Studies)

<u>Challenges and Barriers</u>

Challenges Identified

- Trained and targeted administrative support for program development and program realignment based on changing student and employment dynamics
  - Nontraditional methods for program advertisement and applicant enrollment and retention
  - Market study to map tentative students to potential employers
  - Plan to attract non-traditional students to offer continued education certifications via current and emerging market trends (such as in professional writing for various domains, research design, content enhancement, etc.)
- Resources for program implementation
  - Review potential for hybrid and/or online programs and their implementation. It is vital to conduct thorough assessment of all such programs, including pre-establishment and post-program assessment and periodic review of such endeavors
- Alignment of current graduate and undergraduate programs needs with plans for new programs and/or any enhancement of existing programs.
- Support for niche programs
- Marketing internally and externally
- Clear institutional goals and marketing plan for graduate programs and intent to follow through for programs in and across colleges (e.g., Diverse programs, targeted marketing, employment support, support for non-traditional student population)

FCSM AND THE SCHOOL OF EMERGING TECHNOLOGIES - APPENDIX F

Programs at or Near Capacity:
- Biology, Environmental Science
- Forensic Science –
  - if had additional faculty to supervise research projects as required by accreditation, could grow
  - Potential interest of Battelle in a forensic chemistry institute – need more graduates to conduct DNA analysis

Program Expansion Potential:
- BS/MS Programs in Applied Physics, Applied and Industrial Mathematics (APIM), MB3, Computer Science
- Math Education (limited by school district priorities in other areas)

Resources needed to implement- resources and strategies to attract students; revised networks with school district to meet school district needs

New Program Opportunities and evidence of need
Initial Review of current programs and potential for future growth
Included: data from Institutional Research documents for current graduate programs, discussion related to capacity for growth and Bureau of Labor Statistics employment projections. (https://data.bls.gov/projections/occupationProj)
- MS Actuarial Science and Predictive Analytics
- AIT, School of Emerging Technologies (SET), Computer Science
  - PBC -Health Information Technology - interdisciplinary; potential growth for discipline specific health professionals (e.g. pharmacists, physician offices); serves both MS in AIT and MS in Health Sciences
  - Doctoral Program Expansion with CS in Science Track

Job Growth in the Region (2013 – 2024)
For graduate degrees in STEM related fields
- Total number of bachelor's degrees is projected to increase 10% from 2012-13 to 2024-25; master's degrees will increase 36%; doctor's degrees will increase 19%; enrollment of post baccalaureate students will increase 20%

STEM occupations with higher job openings and/or faster employment growth 2012-2022
- Software and Application Developers; Computer System Analyst; Computer User Support Specialist; Software and System Developers; Computer Programmers; Sales representatives (wholesale and manufacturing); Network and computer systems administrators; Computer and information systems managers; Web developers; Computer network architects; Information security analysts; Operations research analysts; Statisticians; Actuaries; Mathematicians; Biological science teachers; Environmental science and environmental protection technicians

Current Status – Stage of Development
Actions Taken to Date
- MS Actuarial Science – LOI in progress
- APIM- under review at MHEC
- PBC APIM- initiated curricular revision of APIM; hired faculty with applied math background
- PBC Health Information track-LOI and curriculum in development through the SET
- Math Education- curricular collaboration initiated with COE – Instructional Leadership and Professional Development program (ILPD)
- Forensic Science- initial conversations with Battelle
- PBC – Computer Forensics – LOI- in progress

Additional opportunities to consider
- Focus on targeted recruitment and streamlined advising for students
- Review of programs and tracks and how they cater to the future employment opportunities
- Establish collaboration and partnerships with community partners and industries and organizations within the region to elevate student graduate experience at TU (SET)
- Enhanced opportunities for internships (real-world) for students
- Off campus and blended delivery catering to the targeted part-time audience
- Consider "stackable" degree plans for working student population
- Facilitate interdisciplinary programs across TU campus (based on future employment trends in the region) (SET)

Challenges and Barriers
- Limited number and competitiveness of student assistantships and fellowships
- Limited number and variety of upper level graduate courses (including interdisciplinary topics)
- Limited recruitment and marketing resources (primary focus on digital advertising and fairs/conferences); limited resources for marketing of niche programs
- Coalition case

MARKETING - APPENDIX G	
TU Current Practices	
University Level Enrollment Marketing	• Primarily via digital marketing and CRM (customer relationship management data- Salesforce) • Supplemented by Open Houses, some print marketing, rotated targeted marketing of select programs, university social platforms to promote graduate studies/programs, and some radio
Graduate Program Level	• Primarily via program website; videos developed with University Marketing; director contacts at professional conferences and with advisory boards, alumni, and guest lectures • Some program newsletters and public speaking events • Limited marketing through professional publications, industry contacts, social media
Best Practice or Peer Practices	
University Level Enrollment Marketing	• Prioritized marketing as part of overall strategic plan • Specific advertising for each program and tailored marketing to specific diverse audiences • Blended digital, TV, radio, print marketing that includes sustained marketing of targeted programs with capacity for growth and demand (EAB) • General marketing of all programs and niche marketing of small programs. • Emphasis on student services and financial aid opportunities- major student concerns (EAB**)**
Graduate Program Level	• Highlighting online offerings that include real-time synchronous online classes to simulate the feeling of an actual classroom • Highlighting programs requiring in-person contact such as laboratories and practical works to compete with other institutions with majorly online programs. • Marketing programs at professional organizations and in professional journals, and to pipeline of undergraduates within institution and from feeder and bridge programs outside institution
Opportunities/Plans	
University Level Enrollment Marketing	• Offer more program-specific efforts (pending college staffing requirements) that take into consideration 1) variability of graduate programs 2) student with career transitions and 3) part time student population • Expand paid promotion of programs identified as growth opportunities • Expand prospect pipeline by securing search vendors and additional graduate GRE/other lists • Tailor marketing for specific diverse audiences
Graduate Program Level	• Sponsor events for undergraduate students to raise awareness of graduate programs • Offer accelerated graduate degree tracks • Develop and promote initiatives that support student retention and success
Challenges and Barriers	
University Level Enrollment Marketing	• Limited funding and staffing to provide centralized, customized support to 75+ programs; flat budget for 10+ years to support all programs • Limited staffing/funding within the colleges to supplement central enrollment marketing efforts • Needed integrated strategic enrollment plan across university units to prioritize marketing and recruitment efforts for targeted programs • Limited assistantships/fellowships to attract students • High local competition (for some programs, limited online programs for students seeking them (Across MD - 217 programs similar to those at TU with 31 offered on line; 25 delivered hybrid)
Graduate Program Level	• Limited resources and time to conduct more intensive and creative marketing -(majority of PDs have one course reassigned time for year- ½ day per week – plus summer stipend) • Limited knowledge about additional or best practice marketing strategies
Resources to Implement Change	
University Level Enrollment Marketing	• Integrated strategic enrollment plan across university units to prioritize marketing and recruitment efforts for targeted programs • Additional funding and staff support- exact amount to be determined after strategic direction and priorities for enrollment growth among graduate programs has been determined.
Program Level	• Designated marketing staff (1 for each two colleges); • Market training strategies for program directors

* Data and documents reviewed: Graduate Communication Enrollment Flow; USM Graduate Recruitment and Marketing Benchmarks; TU Program Director Survey of Marketing, Recruitment, Retention; EAB website; Diversity Recruitment; MD institution web pages.

RECRUITMENT - Appendix H	
TU Current Practices	
University Level Admissions	• Three trained recruiters for graduate fairs and other customer service related inquiries (0.5 FTE) • Recruitment at graduate events on and some off campus • Survey of current graduate students regarding their admissions process • Analysis of events from the last 2-3 years (budget implications and staff availability) • Some assistance to program directors for aspects of individuated recruitment plan (webinars)
Program Level	• Most PDs email prospective students, contact applied and admitted students, attend open houses • Some PDs host open houses/information sessions for prospective students (internal and external), recruit at local schools and feeder institutions, and host workshops for professionals
International	See TIGERWay International Report
Best Practice or Peer Practices	
University Level Admissions	• Consistent program/university visibility; responsive to inquiries; clear and accessible financial information; roadmap showing students how they can make it all work (EAB) • College/program specific recruiters who attend events with detailed knowledge of program(s) • Relationships with community partners, local companies per program, and feeder institutions • Collaboration of international with domestic recruitment • Grants for underrepresented minority and discipline targeted recruitment
Program Level	• For master's students- emphasis on practice applications, institutional reputation with employers, and job opportunities; for doctoral students- emphasis on research, faculty and program reputations, and assistantship or research grant opportunities (EAB) • Flexible scheduling and course delivery options; learning resources to maximize success • Program commitment to and targeted recruitment for diversity and inclusion • Pipelines for access and mentors for underrepresented populations
Opportunities and Plans	
University Level Admissions	• Partnerships with community organizations, businesses, community colleges connected to specific programs • Staff member(s) dedicated solely to graduate recruitment (no undergraduate component) • Improved communication to prospective/UG students about combined bachelor to master's programs • Grants for underrepresented minority and discipline targeted recruitment • Education of staff for strategies to recruit targeted and under-represented groups
Program Level	• Strengthened alumni connections; access pipelines and support networks for underrepresented populations • Systemic approach to improve/involve faculty/staff for proactive and targeted recruitment processes • Pathways to support part-time and working student population • Integrated program – University Admissions recruitment efforts • Program web sites that address needs and interests of various/diverse prospective students
Challenges and Barriers	
University Level Admissions	• Recruitment efforts primarily focused on UG students; No staff dedicated solely to graduate recruitment (0.5 FTE). In contrast, Montclair State has 11 recruitment- marketing staff (4100 graduate students); UNC Charlotte has 13 staff (5200 graduate students); UMBC has six staff (2600 graduate students). • Lack of formalized partnership with local businesses/organizations, feeder programs • Uncertainty about how to select recruitment activities and prioritize among programs- ROI • Lack of data analysis to make informed decisions • Shift in demand and request for alternative delivery methods for some programs
Program Level	• Limited and non-competitive fellowships and assistantships (TU ranks second from the bottom in the number of assistantships, and at the bottom (with one other university) in the stipend amount, when compared to its institutional peers • Limited resources and time to conduct more intensive recruitment (most PDs have one course reassigned time for year- ½ day per week – and summer stipend) • Limited knowledge about additional or best practice recruitment strategies
Resources To Implement Change	
University Level	• SAP for graduate recruiter; more knowledge and data analysis to prioritize and focus initiatives • Approval for new program delivery methods (MHEC/USM)
Program Level	• Competitive graduate assistantships and fellowships • Programs/resources for access pipelines/ network supports for underrepresented populations

* * Data and documents reviewed: USM Graduate Recruitment and Marketing Benchmarks; Peer Graduate Assistant Benchmarks; TU Program Director Survey of Marketing, Recruitment, Retention; EAB website; Diversity Recruitment; MD and peer websites

Admissions - Appendix I	
TU Current Practices	

University Level	• Central office for undergraduate and graduate programs
	• Electronic application via Salesforce – new application implemented March 30, 2017
	• 1 FTE staff for graduate program operations –
	    o Customer service and personalized process (detailed info) for graduate students
	    o Ensures application meets at least the minimum university admission requirements
	    o Manages checklist for programs to reflect the requirements for each
	    o Notifies program directors when applications are ready for review
	    o Manages grads@towson.edu email account to handle applicant inquiries.

Program Level	Varies per program
	• All but one program and its related PBC programs has additional program specific admission requirements (Experience levels, prerequisite course requirements, letters of recommendation, standardized test scores, essay/personal reflection statement, interview, scholarship focus)
	• Application deadlines vary: program specific deadlines, priority deadlines, rolling admissions
	• Program director coordinates program admission committee review and serves as liaison to student and university Admissions office:
	    o Notifies University Admissions of acceptance status
	    o Contacts admitted students; includes information about additional program requirements, if any

Best Practice Or Peer Practices	
University Level	• Program focused with centralized support from university admissions for standard processes across programs • 75% of institutions report graduate admissions handled primarily by graduate program with some involvement by graduate school
Program Level	• Holistic model for a diverse, inclusive, talented applicant pool • Diverse admissions committee
Opportunities	
University Level	• Collaborations with program directors to identify strategies that align with university goals, program needs and resources in university Admissions • Online enrollment contract (being developed by OTS) • Improve efficiency of response time for admissions decision and enrollment deposit process
Program Level	• Increased assistantships and fellowships to pair with admissions offers • Earlier notification to program directors of assistantships and fellowships available to programs • Holistic admission processes for select programs • Inter institution and industry articulated admission agreements • Mentoring incoming students with career transitions and ensuring proper review process for student success in the desired programs of study
Current Challenges and Barriers	
University Level	• Balancing undergraduate and graduate admission practice and resources – student priorities differ for undergraduate and graduate education • Communicating and working with multiple program directors to meet program specific needs • Implementing varying admission criteria across programs • Delay in response time by a few program directors to student queries and application decisions
Program Level	• Limited assistantships and fellowships to pair with offer of admissions • Size, academic preparedness, and diversity of applicant pool • Challenge to address part time nature of student population- some programs
Resources Needed to Implement Change	
University Level Program Level	• Staff who focus on graduate admissions only • Program administrative support • CRM (Customer Relation Management System to track students for admission, retention, and graduation • Online enrollment contract (being developed by OTS) • Assistantships and fellowships to pair with admission offers

* Data and documents reviewed USM Graduate Recruitment and Marketing; Benchmarks; Program Director Marketing, Recruitment, Retention Survey, EAB and Diversity recruitment literature

FUNDING SUPPORTS - APPENDIX J		
TU CURRENT PRACTICES		
Assistantships	• 93.5 University/state funded positions • 113 departmental grant funded positions (2015- 2016); • Base stipend = $5000; Stipends range from $5000 (amount most students receive) to $15,000	
Fellowships Scholarships	• Program and department specific scholarships for UG/G or Grad (N = 45); • Amount varies, typically <$1000 to $2000 • $35,000 Foundation monies per year • Ranks 6 out of 11 in USM for graduate aid as reported by FAIS Report Institutional Aid Data (2015)	
Internships Externships	• Primarily unfunded in CHP and COE • Some funded in CBE and FCSM	
Best Practice or Peer Practices		
Assistantships	• Average based stipend at peer institutions is at least $7150 higher. • Median at peer institution- 1 out of every 5.6 graduate students receives assistantship • Funded health care benefits • Systematic increase in stipends to coincide with COLA increases for staff	

Fellowships Scholarships	• FAIS Report Institutional Aid Data (2015)
	  ○ UMCP= $115,003,134; UMB= $23,545,084 (1365 grad students)
	  ○ UMBC=$16,277,225 (2600 grad students) UMUC =7,007,632
	  ○ UB=$5,325,054 (204 grad students) TU=$3,004,567 (3145 grad students)
	  ○ UMES=$1,939,756 (623 grad students) SU=$1,796,007
	  ○ FSU=$1,411.922 BSU=$337,016 CSU=$82,726
	• Dedicated development staff for graduate programs (e.g. Emory; UMD)	

Internships Externships	• Nationally, in 2015, 61% of interns (UG and Grad) were paid • Existing model in health care- internships are not funded; supervisors not paid • In education, supervisors receive small stipend; students not funded	
Opportunities and Plans		
Assistantships	• Include increase in funding for graduate students as part of capital campaign	
Fellowships Scholarships	• Promote funded graduate student externships • Include graduate assistantship in all grant and contract applications	
Internships Externships	• Identify external agency/organizational fellowship sources for targeted students and disciplines	
Current Challenges and Barriers		

Assistantships
 	
Fellowships Scholarships
 	
Internships Externships
	• Limited and non-competitive assistantships (TU ranks second from the bottom in the number of assistantships, and at the bottom along with one other university in the stipend amount, when compared to its institutional peers
	  ○ Base stipend remained fixed for 20 yrs.
	  ○ Number of University/state funded assistantships declined by 10 in last 5 years
	  ○ 1 out of every 11 graduate students receives assistantship; however, because of the limited number of assistantships, majority of those students receiving an assistantship receive a partial (0.5) assistantship
	  ○ Fellowship monies fixed for 6+ years
	  ○ No funded health care benefits
	• No dedicated development or grants officer to search and apply for funding to support graduate students
	• Institutions in health professions nationally are starting to require universities to pay for cost of internships
	• Lack of stipends for faculty to support student research advising	

Resources Needed to Implement Change		
Assistantships **Fellowships Scholarships** **Internships Externships**	• University budget reprioritization for assistantships and fellowships • Template for inclusion of resources for graduate assistantships and fellowships in Development Office initiatives	

* Data and documents reviewed: USM Graduate Recruitment and Marketing; Benchmarks; Program Director Marketing, Recruitment, Retention Survey, EAB and Diversity recruitment literature, by FAIS Report Institutional Aid Data (2015)

LIVING AND LEARNING SUPPORTS APPENDIX K- SUPPLEMENTAL INFORMATION	
TU Current Practices	
Writing Center	• Writing Center- for UG and graduate students- services available day, evenings, weekends, and virtually • Faculty workshops to facilitate student writing process
Library	• High satisfaction with library (Graduate Exit surveys) • Extensive hours of service (100+ hours weekly) • Designated graduate study room option to reserve group study room • Extensive resource collection and access to USM and other Maryland institution collections
Retention Outreach	• Program director semester advisement of students and outreach to students who stop taking courses or who are struggling; Some connect students to alumni and job opportunities; program town- hall meetings

Career Center	• Percentage Graduate Internship/Professional Experience Courses –17% (N= 1147)
	  o CBE= 1%; COFAC = 0%;
	  o CLA= 16%; CHP= 25%; CSM= 7.6%; COE= 21%

Research and Professional Network Support	• GSA awards- each student eligible for $500 for scholarship; and $500 for conference presentation or $200 for conference attendance yearly; Some depts. Provide additional funding • Spending for AY 2016- 2017- $65,000 • Graduate Student Mentor dinner
Best Practice or Peer Practice	
	• Thesis and dissertation boot camps over extended period of time • Database system for tracking student progression and retention at graduate level • Student support networks to strengthen retention • Career center activities for proactive internship/externship opportunities for graduate students • Support for upper level course tutoring and career mentoring
Opportunities and Plans	
Writing Center	• For credit- scholarly writing course for graduate students (to be offered Fall 2017) • For credit- scholarly writing course for international graduate students (to be offered Spring 2018) • Targeted programs for technical writing/scientific writing for graduate students • ELC tutoring and advanced writing services for current graduate students

Retention Outreach	• Graduate Student Retention plan
	  o Early notification by Registrar's Office to students who stop taking classes after one semester, and second semester
	  o Early notification by Graduate Studies Office to program directors of students who stop taking classes after one semester, and second semester
	  o Outreach by program directors of students who stop taking classes after one semester, and second semester
	  o Outreach to students who stop taking classes regarding alternative re-enrollment or re- application options
	  o Early identification of and notification to students of approaching deadlines to degree completion
	• Training and faculty support for in-state vs. transfer vs. out-of-state student advising/mentoring

Career Center	• Expansion of alumni mentor database for grad students- IP- currently 240+ mentors in database • Expansion of targeted workshops for graduate students in collaboration between GSA and Career Center • Job Fairs and career mentoring targeted to graduate students
Current Challenges and Barriers	
	• No database at program level for tracking student progression - exists at the individual student level only • Limited query to track student retention and reasons for disruptions in progression across years • Minimum use of Career Center by graduate students - Grad student Career Center users = 965 (Total users= 14, 633
Resources Needed to Implement Change	
	• Funding base for additional writing and ELC supports

* Data and documents reviewed Towson University websites; Career Center report; GSA documents, CGS documents